UNIVERSITY OF SURREY

SURREY INSTITUTE OF EDUCATION
UNIVERSITY OF SURREY

Designing opportunities for the development of student feedback literacy

Professor Naomi Winstone
Director, Surrey Institute of Education
@DocWinstone @SurreyIoE @SurreyLab

SURREY ASSESSMENT & LEARNING LAB

Thursday, 02 December 2021 1

1

Is the message received?

UNIVERSITY OF SURREY

Image by Antonio Doumas from Pixabay

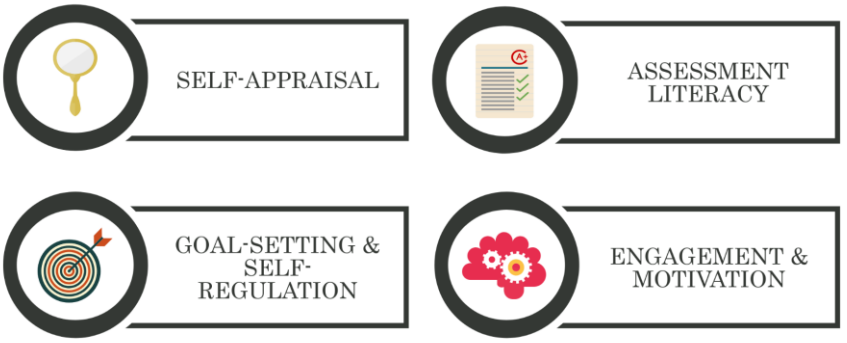
2

Recipience processes

UNIVERSITY OF SURREY

FEEDBACK RECIPIENCE SKILLS

WINSTONE ET AL. (2017)

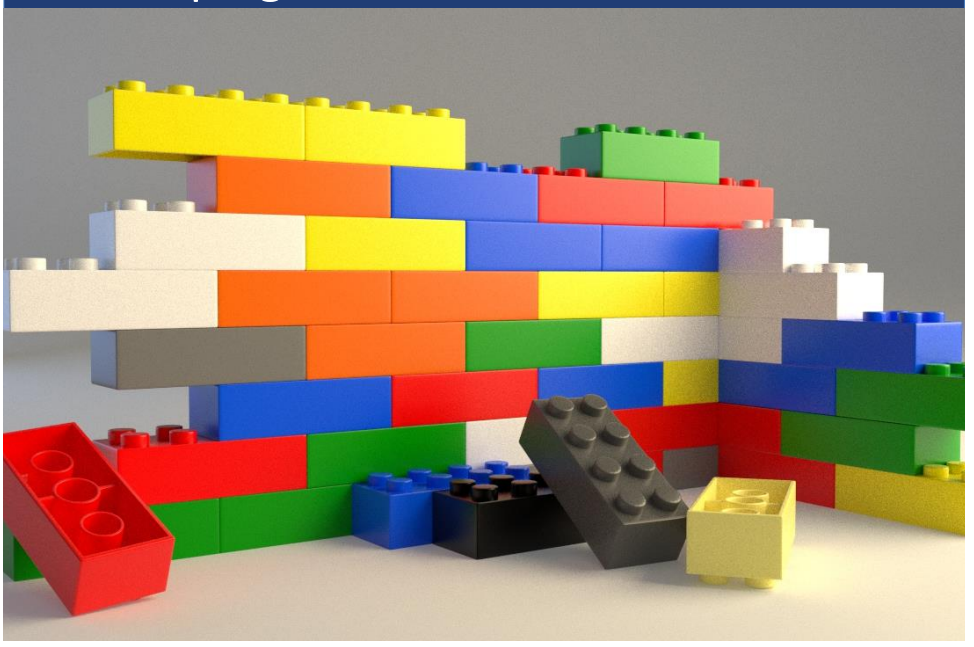


Winstone, N., Nash., R., Parker, M., & Rowntree, J. (2017). Supporting learners' engagement with feedback: A systematic review and a taxonomy of recipience processes. *Educational Psychologist, 52,* 17-37.

3

Developing these skills

UNIVERSITY OF SURREY

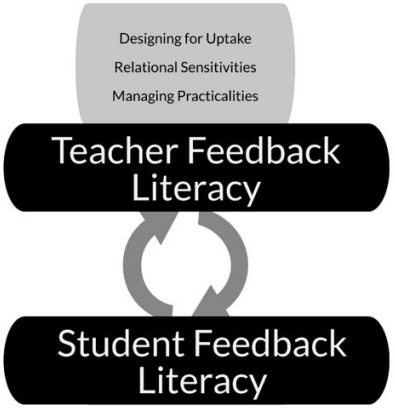


4

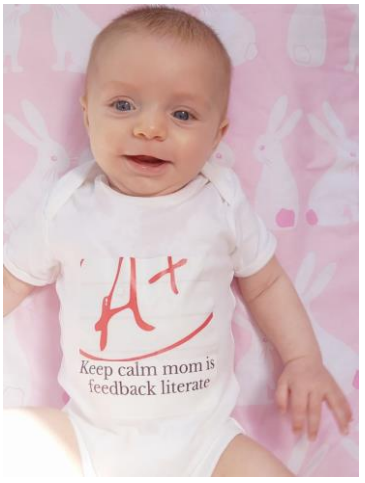
5

Defining feedback literacy

UNIVERSITY OF SURREY



Appreciating Feedback, Making Judgements, Managing Affect, Taking Action



Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, *43*(8), 1315-1325.
Carless, D., & Winstone, N. (2020). Teacher feedback literacy and its interplay with student feedback literacy. *Teaching in Higher Education*, Advance Online Publication.

6

Building Feedback Literacy

UNIVERSITY OF SURREY

"students should be trained in how to interpret feedback, how to make connections between the feedback and the characteristics of the work they produce, and how they can improve their work in the future"

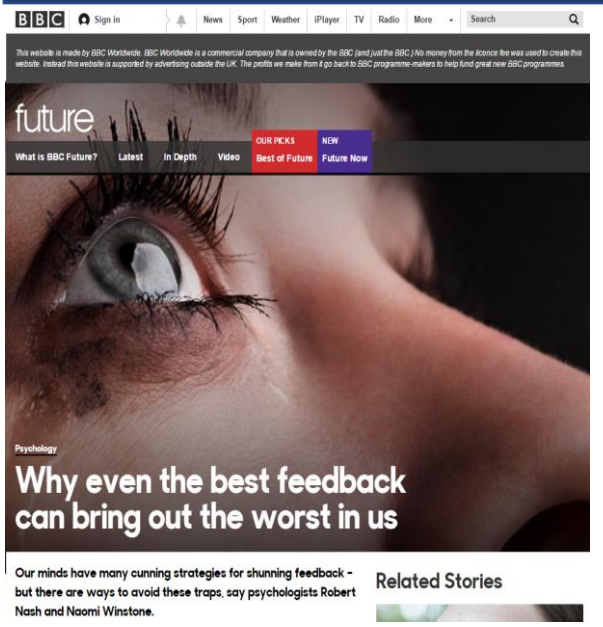
(O'Donovan, Rust & Price, 2016, p. 940)

O'Donovan, B., Rust, C., & Price, M. (2016). A scholarly approach to solving the feedback dilemma in practice. *Assessment & Evaluation in Higher Education*, *41*(6), 938-949.

7

Managing affect

UNIVERSITY OF SURREY



"We all want to meet our own expectations of ourselves, and so being critiqued – or even just the prospect of being critiqued – can present an enormous threat to our self-esteem and positive sense of identity".

8

Emotional responses to feedback

STOP Deactivating emotions are feelings that discourage you from wanting to take action.

GO Activating emotions are feelings that motivate you to take action.

9

Emotional responses to feedback

STOP OR GO?

Imagine you have just received feedback on something you have produced.

- In this context, how would each of these emotions make you feel about taking action?
- Sort the emotion words into those that are activating ('go') and those that are deactivating ('stop').

- Disappointment
- Enjoyment
- Hope
- Pride
- Relaxation
- Relief
- Anger
- Anxiety
- Shame
- Boredom
- Hopelessness
- Frustration
- Sadness
- Gratitude
- Joy
- Contentment

10

Emotional responses to feedback

UNIVERSITY OF SURREY

Control-Value Theory (Artino & Pekrun, 2014)

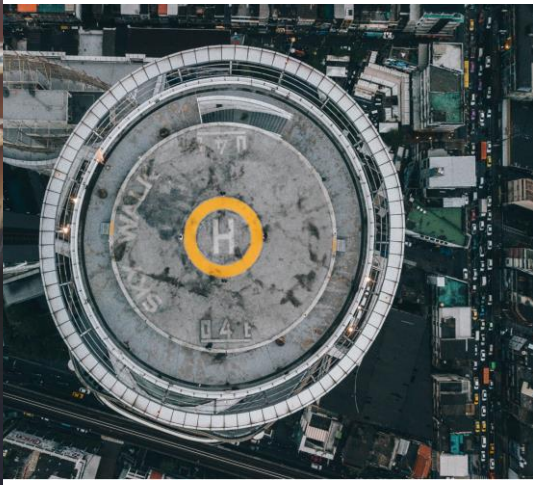
		Emotional Valence	
		Positive	**Negative**
Activating Potential	**Activating**	JOY PRIDE	ANXIETY ANGER
	Deactivating	RELIEF CONTENTMENT	HOPELESSNESS DISAPPOINTMENT

Artino & Pekrun (2014) *Academic Medicine, 89*(12), 1696

11

12

Supporting action

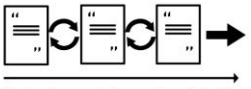


13

Supporting action

Winstone & Carless (2019)

1. Task series



Students complete a series of similar tasks (for example, a series of lab reports), where each cycle of feedback enables them to apply comments to the next iteration of the task.

2. Two-part tasks

Students undertake a first task (for example, a presentation), followed by a feedback process whereby they use the feedback to inform a second, related task (for example, a written report).

3. Draft-plus-rework

Students receive detailed comments on a draft assignment. When students submit the final assignment, a portion of the grade is reserved for evidence that they have used the feedback from the draft (for example, by completing a written reflection on their feedback use).

4. Pre-task guidance

Students are given the opportunity to engage with rubrics, criteria, and/or exemplar assignments before completing their own assignment. This dialogue with peers and teachers serves as pre-task feedback that informs the approach they take.

Winstone, N., & Carless, D. (2019). *Designing effective feedback processes in higher education: A learning-focused approach*. London: Routledge.

14

Discussion questions

UNIVERSITY OF SURREY

- Do you think your conception of the purpose of feedback aligns with that of your students? If not, how could you work towards a shared understanding?
- When you return feedback to students, how do you expect them to engage with the information? What do you see as your responsibilities, and the responsibilities of your students, in this process?
- How can you empower your students to use emotions to support positive engagement with feedback information?

Winstone, N., & Carless, D. (2019). *Designing effective feedback processes in higher education.* London: Routledge.

15